**Breaking the Ice:**

**Looking at Student Work in an Informal, Non-Threatening Way**

Roundtable Discussion

I3 CRWP: Mid-Year Partnership Meeting

February 1, 2014

1:00 – 2:00

**1:00 – 1:10**

1. **INTRODUCTION**

Quick think around: One roadblock to looking at student work in a PD

1. **HISTORY**

* SEED
* My own fears
* Teacher uncertainties (maybe share e-book page)
* Needed to start with a low-risk strategy that just got them used to looking at student work in a way that wasn’t about gathering useless data or data that would be used against them.

**1:10 – 1:30**

1. **LOOKING AT STUDENT WORK: WHAT’S GOING ON OUT THERE?**

Teachers will look at student work, either a series of notebooks or papers or one student’s work, using three different colored post it notes.

On a pink post it they note a place in the student writing where they see evidence of their teaching

On a yellow they mark evidence for teaching – a lesson that needs to be taught based on what the writing tells them

On the blue post-it note they note anything that tells them something about the writer: a line that strikes them about the student writing such as a great line that could be used for teaching, evidence that growth is occurring or even a pattern of thinking that gives clues for how we might help a writer.

Do with a few notebooks & then share thinking: purpose, what we learn, when we’d use it, …

**1:30 – 1:45**

1. **LOOKING AT STUDENT WORK FOR TEACHING STEPS**

(Using argument papers)

Step One: Make a quick list of what they expected and hoped to see in

student writing.This list may be based on the teaching they did, their expectations of a certain piece or even what they might just like to see when they read a piece.

Step Two: Look at student work simply answering the question, “What do we see the students doing well?” Make a list on the side but mark with post it so we can share models of good stuff.

Step Three: Using the list of what we expect, what is the next nudge, the next step that students need as it relates to what the writing is telling us.

Step Four: Brainstorm ways to teach that next step.

Discuss, Share, Purpose, what we learn …

**1:45 – 2:00**

**V. SHARE IDEAS/ DISCUSSION**